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ABSTRACT

The specific educational objectives or basic learning skills are listed for the Virginia elementary school grades. Minimum skills are listed in reading, communications, and mathematics. Terminal objectives for reading include skills in word identification or decoding, comprehension, and study skills. Communication skills include listening, speaking, and writing. For mathematics, skills are included to ensure competency in numeration, addition, subtraction, multiplication, division, fractions, decimals, measurement, metrics, time, money, length, mass (weight), temperature, capacity, geometry, and charts and graphs. For each numbered terminal objective, the specific competencies are listed: for example, "The student will identify the letters of the alphabet." For each competency, the grade level of students who should master that objective is specified.

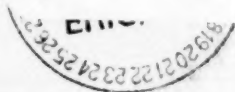
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Basic Learning Skills

Grades K-6

Minimum Statewide Educational Objectives
Approved by the Board of Education
May 27, 1977

Division of Elementary Education
Department of Education
Commonwealth of Virginia
Richmond, Va., 23216

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BASIC LEARNING SKILLS

Grades K-6

Minimum Statewide Educational Objectives

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Board of Education
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Basic Learning Skills

The specific educational objectives presented in this publication were identified by Virginia educators during the 1976-77 school year and were approved by the Board of Education on May 27, 1977. The objectives represent the cooperative effort of local school division personnel throughout the state to identify those minimum skills that should be achieved by students in reading, communications, and mathematics during the elementary school years.

The 1976-78 standards of quality for public schools in Virginia, as determined and prescribed by the Board of Education, were enacted by the 1976 General Assembly. Standard 1 relates to Basic Learning Skills. Section B of Standard 1 states:

Basic Learning Skills

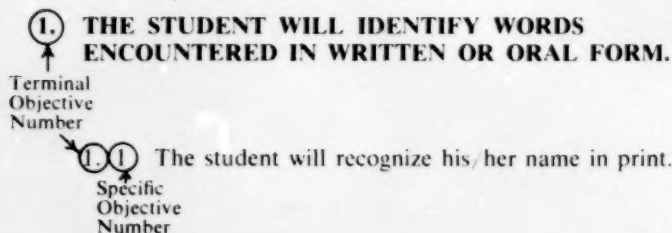
- B. By September, nineteen hundred seventy-eight, the Board of Education, in cooperation with the local school divisions, shall establish specific minimum statewide educational objectives in reading, communications, and mathematics skills that should be achieved during the primary grades and during the intermediate grades.

The Division of Elementary Education, Department of Education, was assigned the responsibility of facilitating the accomplishment of Section B, identifying the objectives in cooperation with local school divisions. Although two years, 1976-78, were provided in the standard, the task required completion prior to the specified target date. Standard 7, Testing and Measurement, also has a target date of September, 1978. Following the establishment of the specific minimum objectives, appropriate tests (based on the objectives) must be selected or devised; subsequently, it was necessary to complete the establishment of the objectives during the first year of the 1976-78 biennium. To accomplish the mandate that the objectives should be established "in cooperation with local school divisions," three committees, identified by the seven state superintendents' region-study groups, were appointed to assist in the identification of the minimum objectives. The reading, communications, and mathematics committees were composed of elementary school classroom teachers, principals, and supervisors. In addition to elementary school personnel, a college person served on the reading committee and one on the mathematics committee. A Steering Committee gave overall direction to the project, interacting with the subject committees, and making recommendations regarding the tentative drafts of objectives.

In delineating the educational objectives, the subject committees identified first those broad, or terminal, objectives they felt children should achieve by the end of the sixth grade. Below each broad, or terminal, objective were delineated the specific minimum educational objectives that contribute to the achievement of the terminal objective. The specific minimum objectives were sequentially ordered from kindergarten (where appropriate) through sixth grade. For the purposes of the project, the terms, "basic learning skills" and "minimum educational objectives," as used in Standard 1, were considered interchangeable and synonymous. Working definitions included: 1) "minimum" to mean the least quantity or degree possible, not reducible; 2) "educational objectives" to mean those statements which describe student behavior and appropriate content.

Two drafts of the objectives were referred to local school divisions for reaction. One hundred twenty school divisions responded to the first tentative draft and 116 to the second tentative draft of objectives. All suggestions and recommendations received from the school divisions were carefully considered and acted upon by the subject committees. The reading, communications, and mathematics objectives included in this publication represent the final work of the three committees.

The terminal objectives for each of the three sets of objectives are numbered consecutively, using arabic numerals. The specific minimum educational objectives listed under each terminal objective are sequentially ordered and carry the number of the terminal objective plus an identifying number after the decimal. For example, under terminal objective 1 for reading, 17 specific minimum objectives are listed. The first specific objective is 1.1, the second is 1.2, and the third is 1.3.



To the left of each minimum objective, the grade level by which the objective should be mastered is specified. Some objectives have but one grade level assigned; others, however, have a range of grade levels. This should be interpreted as indicating spiraling levels of mastery. For example, the objective, "The student will read and identify the main idea in a short reading selection," has been assigned a grade range from 3 to 6. This indicates that the statement of the objective remains the same for each grade, 3-4-5-6, but the level of mastery at the various grades is dependent upon the level of difficulty of the reading selection. It is anticipated that as the sets of objectives are used in the classrooms of Virginia, they will be continually refined and updated.

Specific Minimum Statewide Educational Objectives in Reading

Decoding/Word Identification Skills

1. THE STUDENT WILL IDENTIFY WORDS ENCOUNTERED IN WRITTEN OR ORAL FORM.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
K	1.1 The student will recognize his/her name in print.
K	1.2 The student will match words with the pictures or objects they represent.
2	1.3 The student will identify the letters of the alphabet.
3	1.4 The student will read all words from the Dolch Basic Word List in context.
3	1.5 The student will identify the sounds represented by the letters of the alphabet as they appear in the context of words.
3	1.6 The student will identify consonant sounds in initial, medial, and final positions in words.
3	1.7 The student will decode words in the consonant-vowel-consonant (c-v-c) pattern with single consonants, consonant blends, and consonant digraphs in the context of a sentence.
3	1.8 The student will decode words in the consonant-vowel (c-v) combination in which a single vowel in the end position represents the long sound in the context of a sentence.
3	1.9 The student will decode words of the consonant-vowel-consonant -e pattern (c-v-c-e) in the context of a sentence.
3	1.10 The student will decode words of the consonant-vowel-vowel-consonant (c-v-v-c) pattern in the context of a sentence.
3	1.11 The student will decode words of a consonant-vowel-r pattern (c-v-r) in which a single vowel and r represent a modified vowel sound in the context of a sentence.
3	1.12 The student will decode words containing a consonant-vowel-r-e pattern (c-v-r-e) in the context of a sentence.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
3	1.13	The student will decode words containing the hard and soft sounds of c and g in the context of a sentence.
3	1.14	The student will decode words using consonant substitutions.
3	1.15	The student will decode words containing special combinations such as: all, old, ind, igh(t), and oo.
4	1.16	The student will decode multi-syllabic words containing the schwa (ə) sound in the context of a sentence.
4	1.17	The student will decode words containing complex consonant combinations.

Decoding/Word Identification Skills

2. THE STUDENT WILL USE STRUCTURAL ANALYSIS AND CONTEXT CLUES TO IDENTIFY WORDS.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
3	2.1	The student will identify abbreviations of Mr. and Mrs., Dr., and those for days of the week and months of the year.
3	2.2	The student will identify singular and plural forms of nouns.
3	2.3	The student will decode compound words.
3	2.4	The student will identify the root in a word.
3-6	2.5	The student will employ context clues as a word-recognition technique.
4	2.6	The student will decode words containing a root word and a prefix.
4	2.7	The student will indicate how prefixes affect the meaning of the root word.
4	2.8	The student will decode words containing a root word and a suffix.
4	2.9	The student will indicate how suffixes affect the meaning of the root word.
4	2.10	The student will identify contractions and demonstrate knowledge of their meanings.
5	2.11	The student will identify singular possessive nouns and pronouns.
5	2.12	The student will decode multi-syllabic words.
6	2.13	The student will demonstrate knowledge of the comparative and superlative forms of words.
6	2.14	The student will demonstrate knowledge of verb endings: -s, -es, -ed, -ing.

Comprehension

3. THE STUDENT WILL IDENTIFY ANTONYMS, SYNONYMS, HOMONYMS, AND HOMOGRAPHS, AND DEMONSTRATE A KNOWLEDGE OF THEIR MEANINGS.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
4	3.1	The student will identify antonyms in context and demonstrate knowledge of their meanings.
4	3.2	The student will identify synonyms in context and demonstrate knowledge of their meanings.
4	3.3	The student will identify homonyms in context and demonstrate knowledge of their meanings.
5	3.4	The student will identify homographs in context and demonstrate knowledge of their meanings.

Comprehension

4. THE STUDENT WILL IDENTIFY THE MAIN IDEA IN A READING SELECTION.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
1	4.1	The student will select a picture which illustrates the main idea, after hearing a short reading selection.
2-4	4.2	The student will identify the main idea, after hearing a short reading selection.
3-6	4.3	The student will read a short selection and identify the main idea.
4-6	4.4	The student will read a selection and identify the implied main idea.

Comprehension

5. THE STUDENT WILL ARRANGE EVENTS IN SEQUENCE FROM A READING SELECTION.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
1	5.1	The student will arrange, in sequence, a series of (3 or 4) pictures about a story, after hearing a short story.
3	5.2	The student will read a short selection and arrange (3 or 4) sentences in correct sequence.
5-6	4.3	The student will arrange in sequence a series of events from a selection.

Comprehension

6. THE STUDENT WILL CLASSIFY ITEMS OR EVENTS.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K	6.1	The student will classify objects according to color and size.
1	6.2	The student will classify pictures.
4	6.3	The student will classify words.
6	6.4	The student will classify sentences relating to a specific topic.

Comprehension

7. THE STUDENT WILL PREDICT OUTCOMES FROM A READING SELECTION.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
3	7.1	The student will predict the outcome of a story read orally by another person.
4-6	7.2	The student will read a selection and predict the outcome.

Comprehension

8. THE STUDENT WILL LOCATE AND VERIFY FACTUAL INFORMATION ON WHO, WHAT, WHEN, WHERE, OR WHY IN A READING SELECTION.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
3	8.1	The student will locate the correct response to a question about one fact in a sentence or in a short reading selection.
3-6	8.2	The student will respond to questions on who, what, when, where, or why, after reading a selection.

Comprehension

9. THE STUDENT WILL DISTINGUISH FACT, FICTION, AND OPINION IN A READING SELECTION.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
2-5	9.1	The student will distinguish between real and make-believe in a reading selection.
5-6	9.2	The student will distinguish between fact and opinion in a reading selection.

Comprehension

10. THE STUDENT WILL DETERMINE CAUSE AND EFFECT RELATIONSHIPS.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
1 10.1	The student will identify cause and effect, using appropriate pictures.
3-4 10.2	The student will identify cause and effect as expressed in a sentence.
5-6 10.3	The student will identify cause and effect relationships in a reading selection.

Comprehension

11. THE STUDENT WILL DETERMINE THE MEANING OF WORDS FROM CONTEXT CLUES.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
3-4 11.1	The student will supply the missing word in a sentence through the use of context clues.
5-6 11.2	The student will supply the missing words in a paragraph through the use of context clues.
5-6 11.3	The student will determine the meaning of an unknown word in a selection through the use of context clues.
5-6 11.4	The student will define, through context, words having multiple meanings.
6 11.5	The student will recognize, through the use of context clues, that a decoding error has been made.

Study Skills

12. THE STUDENT WILL FOLLOW ORAL OR WRITTEN DIRECTIONS.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
K 12.1	The student will follow a one-step oral direction.
1 12.2	The student will follow a one-step written direction.
4 12.3	The student will follow a three-step written direction.

Study Skills

13. THE STUDENT WILL LOCATE INFORMATION.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
2	13.1 The student will alphabetize words by the first letter.
4	13.2 The student will alphabetize words through the first three letters.
4	13.3 The student will use a table of contents to locate information.
4	13.4 The student will use the glossary.
5-6	13.5 The student will use an index to locate information.
6	13.6 The student will locate information from maps, charts, and graphs.
6	13.7 The student will use the subject, title, and author cards of the card catalog.
6	13.8 The student will locate information on a map using non-pictorial or pictorial symbols.
6	13.9 The student will use diacritical marks and a pronunciation key in a dictionary to determine word pronunciation.
6	13.10 The student will identify guide words necessary to locate words in a dictionary and a topic in an encyclopedia.
6	13.11 The student will locate definitions of words in a dictionary and choose the correct definition appropriate to the context of a sentence.
6	13.12 The student will select the appropriate reference source in response to a locational question.
6	13.13 The student will skim a reading selection to locate specific information.

Study Skills

14. THE STUDENT WILL ORGANIZE INFORMATION.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
4-6	14.1 The student will summarize main ideas from a reading selection.
5	14.2 The student will arrange in outline form main ideas related to a topic.
5-6	14.3 The student will arrange in outline form main ideas and supporting details related to a topic.

Specific Minimum Statewide Educational Objectives in Communications

Listening

1. THE STUDENT WILL COMPREHEND MAIN IDEA(S) AND SPECIFIC DETAIL(S) OF AN ORAL COMMUNICATION.

<i>Grade</i>	<i>Specific Minimum Objectives</i>	
K-2	1.1	The student will focus attention on speaker and message (or intended subject) of speaker.
K-3	1.2	The student will follow oral instructions.
K-4	1.3	The student will adapt attention level to the listening purpose.
K-6	1.4	The student will demonstrate an understanding of the meaning of an announcement.
K-6	1.5	The student will recall specific details of an oral communication.
4-6	1.6	The student will identify main ideas of an oral communication.
4-6	1.7	The student will follow in sequence the parts of an oral communication.
4-6	1.8	The student will distinguish between that which is stated and that which is implied.

Listening

2. THE STUDENT WILL COMPREHEND THAT THE MEANING OF AN ORAL COMMUNICATION IS INFLUENCED BY MANY FACTORS.

<i>Grade</i>	<i>Specific Minimum Objectives</i>	
K-1	2.1	The student will identify the source of sounds.
K-1	2.2	The student will distinguish between likenesses and differences of sounds.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K-1	2.3	The student will recognize differences in a variety of rhythmic patterns.
K-2	2.4	The student will identify common environmental sounds.
K-4	2.5	The student will understand that differences in pitch and tone affect language meaning.
1-3	2.6	The student will recognize basic speech sounds.
3-6	2.7	The student will identify the purpose of an oral communication.
3-6	2.8	The student will identify statements of fact or opinion.
3-6	2.9	The student will distinguish between fantasy and reality.
5-6	2.10	The student will identify persuasive language.
5-6	2.11	The student will recognize truth, usefulness, or value of content.

Speaking

3. THE STUDENT WILL USE CORRECT AND APPROPRIATE LANGUAGE.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K-2	3.1	The student will imitate sounds.
K-2	3.2	The student will name specific objects.
K-6	3.3	The student will use vocabulary appropriate to age and situation.
1-3	3.4	The student will pronounce basic speech sounds clearly.
3-6	3.5	The student will speak in complete sentences when appropriate.
4-6	3.6	The student will use compound sentences with appropriate word order.

Speaking

4. THE STUDENT WILL SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K-3	4.1	The student will express personal needs accurately and concisely.
K-6	4.2	The student will use courteous speech in interpersonal relations.
K-6	4.3	The student will recite poetry and prose selections.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K-6	4.4	The student will be able to role play or perform creative dramatics.
K-6	4.5	The student will participate in informal conversation and discussion.
1	4.6	The student will state accurately his/her complete name, address, telephone number, and parent's or guardian's names.
1-6	4.7	The student will give appropriate responses to questions.
2-4	4.8	The student will communicate effectively by telephone.
2-6	4.9	The student will ask appropriate questions to gain information.
2-6	4.10	The student will give accurate directions.
3-4	4.11	The student will state a simple conclusion from information provided.
3-6	4.12	The student will state predicted outcome(s) of a story or event.
4-6	4.13	The student will state purpose of an oral communication.
4-6	4.14	The student will present an effective oral report.
5-6	4.15	The student will restate ideas from an oral or written selection.
6	4.16	The student will participate in a panel discussion.

Writing

5. THE STUDENT WILL WRITE LEGIBLY AND CORRECTLY TO CONVEY INFORMATION AND IDEAS.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K-1	5.1	The student will trace manuscript letters.
K-1	5.2	The student will form his/her name using tactile letters.
1	5.3	The student will copy manuscript letters.
1	5.4	The student will write numerals 0-9 legibly.
2	5.5	The student will hold a pencil correctly and sit in correct writing position.
2	5.6	The student will write legibly and neatly in manuscript style.
3	5.7	The student will write his/her name, address, and phone number in manuscript style.

<i>Grade</i>	<i>Specific Minimum Objectives</i>	
3-5	5.8	The student will use capital letters correctly.
3-5	5.9	The student will use periods and question marks correctly.
3-6	5.10	The student will use commas correctly.
4	5.11	The student will write legibly and neatly in cursive style.
4	5.12	The student will write his/her name and address in cursive style.
4	5.13	The student will write dates in appropriate form.
4	5.14	The student will write simple sentences using correct parts of speech, punctuation, and spelling.
4-5	5.15	The student will write informal correspondence.
5	5.16	The student will use exclamation points correctly.
5-6	5.17	The student will use apostrophes correctly.
5-6	5.18	The student will write compound sentences using correct parts of speech, punctuation, and spelling.
5-6	5.19	The student will use quotation marks correctly.
6	5.20	The student will write a paragraph containing a main idea and supporting details.
6	5.21	The student will write formal correspondence.
6	5.22	The student will write in narrative form.
6	5.23	The student will write in expository form.
6	5.24	The student will complete applications or other simple forms according to directions.

Specific Minimum Statewide Educational Objectives in Mathematics

Numeration

1. THE STUDENT WILL IDENTIFY THE PLACE VALUE OF EACH DIGIT IN A TEN-DIGIT NUMERAL.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K	1.1	The student will count ten concrete objects.
K	1.2	The student will identify numerals, 0-10.
1	1.3	The student will identify and write numerals, 0-50.
1	1.4	The student will identify sets of tens and ones.
2	1.5	The student will identify and write numerals, 0-99.
2	1.6	The student will identify the place value of each digit in a two-digit numeral.
3	1.7	The student will identify and write numerals, 0-999.
3	1.8	The student will identify the place value of each digit in a three-digit numeral.
4	1.9	The student will identify the place value of each digit in a four-digit numeral.
5	1.10	The student will identify the place value of each digit in a seven-digit numeral.
6	1.11	The student will identify the place value of each digit in a ten-digit numeral.

Numeration

2. THE STUDENT WILL IDENTIFY THE RELATIONSHIP BETWEEN TWO SIX-DIGIT NUMERALS AS GREATER THAN, LESS THAN, OR EQUAL TO.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
K	2.1	The student will identify sets (through ten).
1	2.2	The student will identify equivalent sets using one-to-one matching.
2	2.3	The student will distinguish between two sets of objects of more than, less than, or equal to.

Grade *Specific Minimum Objectives*

- | | | |
|---|-----|---|
| 3 | 2.4 | The student will identify the relationship between two two-digit numerals as greater than, less than, or equal to. |
| 4 | 2.5 | The student will use the symbols $>$, $<$, and $=$, to compare numerals through 999. |
| 5 | 2.6 | The student will identify the relationship between two four-digit numerals as greater than, less than, or equal to. |
| 6 | 2.7 | The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to. |

Whole Number Operations

3. THE STUDENT WILL ADD TWO FIVE-DIGIT NUMERALS WITH REGROUPING.

Grade *Specific Minimum Objectives*

- | | | |
|---|-----|---|
| K | 3.1 | The student will demonstrate that the number of objects in a given set can be changed by adding to the set. |
| 1 | 3.2 | The student will add two one-digit numerals, 0-9. |
| 2 | 3.3 | The student will add two two-digit numerals without regrouping. |
| 2 | 3.4 | The student will add three one-digit numerals where the sum does not exceed 18. |
| 3 | 3.5 | The student will add two two-digit numerals with regrouping. |
| 4 | 3.6 | The student will add two three-digit numerals without regrouping. |
| 4 | 3.7 | The student will add two three-digit numerals with regrouping. |
| 5 | 3.8 | The student will add two four-digit numerals with regrouping. |
| 6 | 3.9 | The student will add two five-digit numerals with regrouping. |

Whole Number Operations

4. THE STUDENT WILL SUBTRACT A FIVE-DIGIT NUMERAL FROM A GREATER FIVE-DIGIT NUMERAL WITH REGROUPING.

Grade *Specific Minimum Objectives*

- | | | |
|---|-----|--|
| K | 4.1 | The student will remove from a set of 10 or fewer objects a specified number of objects and state the number of objects remaining. |
|---|-----|--|

<i>Grade</i>		<i>Specific Minimum Objectives</i>
1	4.2	The student will subtract a one-digit numeral from a greater one-digit numeral.
2	4.3	The student will subtract a two-digit numeral from a greater two-digit numeral without regrouping.
3	4.4	The student will subtract a two-digit numeral from a greater two-digit numeral with regrouping.
3	4.5	The student will subtract a three-digit numeral from a greater three-digit numeral without regrouping.
4	4.6	The student will subtract a three-digit numeral from a greater three-digit numeral with regrouping.
5	4.7	The student will subtract a three-digit numeral from a four-digit numeral with regrouping.
5	4.8	The student will subtract a four-digit numeral from a greater four-digit numeral with regrouping.
6	4.9	The student will subtract a five-digit numeral from a greater five-digit numeral with regrouping.

Whole Number Operations

5. THE STUDENT WILL MULTIPLY A THREE-DIGIT NUMERAL BY A TWO-DIGIT NUMERAL WITH REGROUPING.

<i>Grade</i>		<i>Specific Minimum Objectives</i>
2	5.1	The student will count by 5's and 10's to 100.
3	5.2	The student will count by 2's to 100.
3	5.3	The student will demonstrate a knowledge of basic multiplication facts through 5 times 9.
3	5.4	The student will multiply a two-digit numeral by 5 or less with regrouping.
4	5.5	The student will demonstrate knowledge of basic multiplication facts through 10 times 10.
4	5.6	The student will multiply a three-digit numeral by a one-digit numeral with regrouping.
5	5.7	The student will multiply a two-digit numeral by a two-digit numeral with regrouping.
6	5.8	The student will multiply a three-digit numeral by a two-digit numeral with regrouping.

Whole Number Operations

6. THE STUDENT WILL DIVIDE A FOUR-DIGIT NUMERAL BY A TWO-DIGIT NUMERAL WITH A REMAINDER.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
3	6.1 The student will divide a two-digit numeral (45 or less) by a one-digit numeral without a remainder.
4	6.2 The student will divide a three-digit numeral by a one-digit numeral with a remainder.
5	6.3 The student will divide a four-digit numeral by a one-digit numeral with a remainder.
6	6.4 The student will divide a four-digit numeral by a two-digit numeral with a remainder.

Fractional Numbers

7. THE STUDENT WILL IDENTIFY THE RELATIONSHIP BETWEEN TWO FRACTIONS (HALVES, THIRDS, FOURTHS) AS GREATER THAN, LESS THAN, OR EQUAL TO.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
1	7.1 The student will recognize that one unit can be divided into two equal parts and that each part is called one-half.
1	7.2 The student will recognize that one unit can be divided into four equal parts and that each part is called one-fourth.
1	7.3 The student will identify the fractional symbols $\frac{1}{2}$ and $\frac{1}{4}$.
2	7.4 The student will recognize that one unit can be divided into three equal parts and that each part is called one-third.
2	7.5 The student will identify the fractional symbol $\frac{1}{3}$.
3	7.6 The student will identify the fractional symbol $\frac{3}{4}$.
4	7.7 The student will identify the numerator and denominator of a fraction.
5	7.8 The student will identify the relationship between two fractions (halves, thirds, fourths) as greater than, less than, or equal to.

Fractional Numbers

8. THE STUDENT WILL ADD AND SUBTRACT FRACTIONS AND MIXED NUMBERS.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
4	8.1 The student will add fractions with like denominators without simplification.
4	8.2 The student will subtract fractions with like denominators without simplification.
5	8.3 The student will change a fraction, with terms divisible by 2, 3, or 4, to its simplest form.
5	8.4 The student will add fractions with unlike denominators where the least common denominator does not exceed 12.
5	8.5 The student will subtract fractions with unlike denominators where the least common denominator does not exceed 12.
6	8.6 The student will add and subtract fractions and mixed numbers.

Decimal Fractions

9. THE STUDENT WILL IDENTIFY THE PLACE VALUE OF EACH DIGIT IN A DECIMAL FRACTION, THROUGH THOUSANDTHS.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
5	9.1 The student will identify the place value of each digit in a decimal fraction, through hundredths.
6	9.2 The student will identify the place value of each digit in a decimal fraction, through thousandths.

Decimal Fractions

10. THE STUDENT WILL ADD AND SUBTRACT DECIMAL FRACTIONS, THROUGH THOUSANDTHS.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
5	10.1 The student will add decimal fractions, through hundredths.
5	10.2 The student will subtract decimal fractions, through hundredths.
6	10.3 The student will add decimal fractions, through thousandths.
6	10.4 The student will subtract decimal fractions, through thousandths.

Decimal Fractions

11. THE STUDENT WILL MULTIPLY AND DIVIDE DECIMAL FRACTIONS, THROUGH THOUSANDTHS, BY A ONE-DIGIT NUMERAL.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
5	11.1 The student will multiply decimal fractions, through hundredths, by one-digit numerals.
5	11.2 The student will divide decimal fractions, through hundredths, by one-digit numerals.
6	11.3 The student will multiply decimal fractions, through thousandths, by one-digit numerals.
6	11.4 The student will divide decimal fractions, through thousandths, by one-digit numerals.

Measurement

12. THE STUDENT WILL DEMONSTRATE COMPETENCY IN MEASUREMENT, USING METRIC AND CUSTOMARY UNITS OF MEASUREMENT.

<i>Grade</i>	<i>Specific Minimum Objectives</i>
<i>Time</i>	
K	12.1 The student will recognize clocks and watches as instruments for measuring time.
1	12.2 The student will tell time to the nearest hour.
1	12.3 The student will use the calendar to identify the days of the week.
2	12.4 The student will tell time to the nearest half-hour.
2	12.5 The student will use the calendar to identify the months.
3	12.6 The student will tell time to the nearest quarter-hour.
3	12.7 The student will identify equivalent units of time (e.g., seven days equal to one week and twelve months equal to one year).
4	12.8 The student will tell time to the nearest minute.
4	12.9 The student will recognize different expressions of the same time of day (e.g., 1:45, 15 minutes before 2, or quarter 'til 2).

Money

K	12.10 The student will recognize pennies and nickels.
1	12.11 The student will compare the value of pennies, nickels, and dimes.

<i>Grade</i>	<i>Specific Minimum Objectives</i>	
2	12.12	The student will compare the value of pennies, nickels, dimes, quarters, half-dollars, and dollars.
3	12.13	The student will count change in coins, not to exceed \$1.00.
4	12.14	The student will count change in bills and coins, not to exceed \$10.00.
5	12.15	The student will solve story problems involving addition and subtraction of money values up to \$50.00.
6	12.16	The student will solve story problems involving multiplication and division of money values up to \$50.00.

Length

K	12.17	The student will determine the longer or shorter of two objects.
1	12.18	The student will recognize a ruler as an instrument for measuring length.
2	12.19	The student will use a ruler marked in centimeters or inches to measure a line segment to the nearest unit.
3	12.20	The student will select the appropriate instrument to measure the length of a given object.
4	12.21	The student will find the perimeter of a rectangle, given the measurements of each side.
5	12.22	The student will measure the length of a given line segment to the nearest one-half or one-quarter inch.
6	12.23	The student will find the area of a rectangle, with the given measurements.

Mass (Weight)

K	12.24	The student will determine which of two concrete objects is heavier.
1	12.25	The student will recognize scales as an instrument for measuring mass (weight).
3	12.26	The student will read a scale to determine the mass (weight) of objects to the nearest kilogram.
3	12.27	The student will read a scale to determine the mass (weight) of objects to the nearest pound.

Temperature

K	12.28	The student will recognize a thermometer as an instrument for measuring temperature.
2	12.29	The student will read temperature shown on Celsius and Fahrenheit thermometers.

Grade *Specific Minimum Objectives*

Capacity

- | | | |
|---|-------|--|
| 2 | 12.30 | The student will recognize the liter and quart as measurements for liquid. |
| 3 | 12.31 | The student will recognize the liter, gallon, quart, pint, and cup as measurements for liquid. |

Geometry

13. THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF GEOMETRIC SHAPES AND THEIR PROPERTIES.

Grade *Specific Minimum Objectives*

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|---|------|---|
| K | 13.1 | The student will recognize likenesses and differences in shapes. |
| 1 | 13.2 | The student will recognize a triangle, rectangle, square, and circle. |
| 2 | 13.3 | The student will draw a triangle, rectangle, square, and circle. |
| 5 | 13.4 | The student will recognize a given pair of lines as parallel, perpendicular, or intersecting. |

Charts and Graphs

14. THE STUDENT WILL INTERPRET LINE GRAPHS, TABLES, AND CHARTS.

Grade *Specific Minimum Objectives*

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|---|------|---|
| 4 | 14.1 | The student will interpret pictographs and bar graphs. |
| 5 | 14.2 | The student will interpret line graphs, tables, and charts. |